



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 10741263  
SAU: Hermon School Department  
School: Hermon Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 6

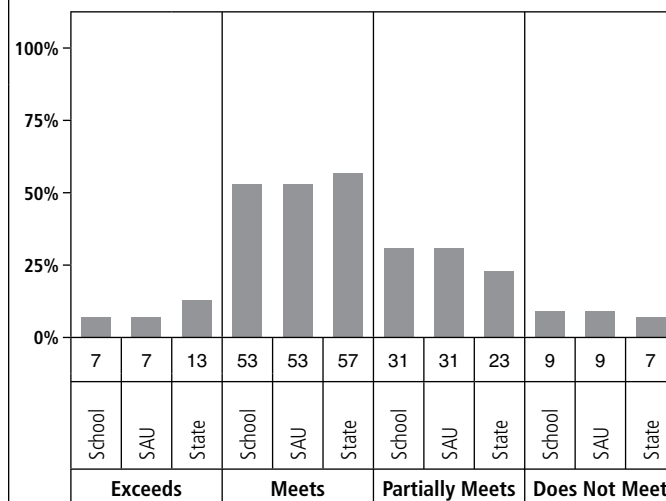
SAU: Hermon School Department

School: Hermon Middle School

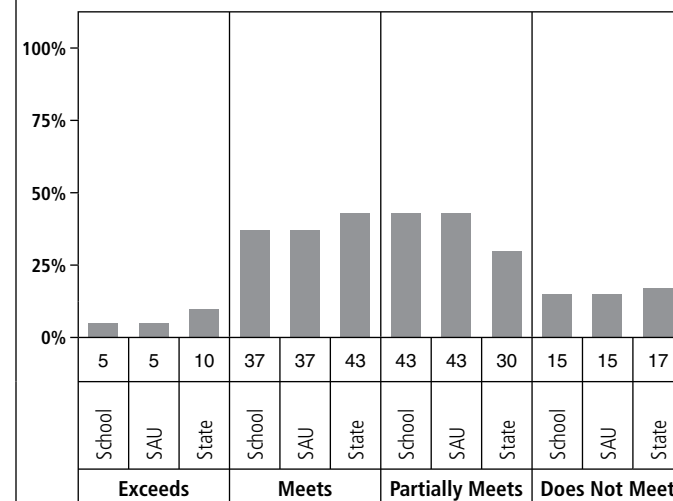
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	640	640	644
2006–2007	646	646	646
<b>2007–2008</b>	<b>645</b>	<b>645</b>	<b>648</b>
Cum. Avg. *	643	643	646
<b>Mathematics</b>			
2005–2006	639	639	641
2006–2007	643	643	643
<b>2007–2008</b>	<b>640</b>	<b>640</b>	<b>642</b>
Cum. Avg. *	641	641	642

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 6  
 SAU: Hermon School Department  
 School: Hermon Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	75	100	75	100	14365	100	75	100	75	100	14266	99	75	100	75	100	14268	99												
Ethnicity African American/Black	3	4	3	4	418	3	3	100	3	100	407	97	3	100	3	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	0	0	0	0	249	2	0	0	0	0	249	100	0	0	0	0	248	100												
Hispanic	1	1	1	1	149	1	1	100	1	100	147	99	1	100	1	100	147	99												
Caucasian/White	71	95	71	95	13438	94	71	100	71	100	13353	100	71	100	71	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	9	12	9	12	2518	18	9	100	9	100	2479	99	9	100	9	100	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	13	17	13	17	5335	37	13	100	13	100	5277	99	13	100	13	100	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	65	87	65	87	11613	81	65	87	65	87	11626	81												
Identified disability (PET/IEP)	0	0	0	0	373	3	0	0	0	0	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	0	0	0	0	149	1	0	0	0	0	150	1												
<b>Participation with accommodations</b>	10	13	10	13	2451	17	10	13	10	13	2446	17												
Identified disability (PET/IEP)	9	90	9	90	1909	78	9	90	9	90	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	1	10	1	10	350	14	1	10	1	10	335	14												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	197	1	0	0	0	0	196	1												
Identified disability (PET/IEP)	0	0	0	0	197	100	0	0	0	0	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0												
<b>Non-participation – other</b>	0	0	0	0	75	1	0	0	0	0	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	6
SAU:	Hermon School Department
School:	Hermon Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	2	2	2	2	1176	8
	2006-2007	6	9	6	9	1132	8
	<b>2007-2008</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>1817</b>	<b>13</b>
	Cum. Total*	13	6	13	6	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	37	43	37	43	7612	51
	2006-2007	40	59	40	59	8127	57
	<b>2007-2008</b>	<b>40</b>	<b>53</b>	<b>40</b>	<b>53</b>	<b>8072</b>	<b>57</b>
	Cum. Total*	117	51	117	51	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	29	34	30	34	4080	27
	2006-2007	14	21	14	21	3549	25
	<b>2007-2008</b>	<b>23</b>	<b>31</b>	<b>23</b>	<b>31</b>	<b>3194</b>	<b>23</b>
	Cum. Total*	66	29	67	29	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	18	21	18	21	2005	13
	2006-2007	8	12	8	12	1478	10
	<b>2007-2008</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>981</b>	<b>7</b>
	Cum. Total*	33	14	33	14	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	30.4	54.3	30.4	54.3	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	14.8	52.9	14.8	52.9	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	15.6	55.7	15.6	55.7	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Hermon School Department  
 School: Hermon Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	75	5	7	40	53	23	31	7	9	645	75	7	53	31	9	645	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	3										3						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	0										0						247	16	60	20	4	650
Hispanic	1										1						145	8	45	34	14	643
Caucasian/White	71	5	7	38	54	21	30	7	10	645	71	7	54	30	10	645	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	1	11	5	56	3	33	632	9	0	11	56	33	632	2282	2	29	42	27	636
No	66	5	8	39	59	18	27	4	6	646	66	8	59	27	6	646	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	75	5	7	40	53	23	31	7	9	645	75	7	53	31	9	645	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	13	1	8	6	46	3	23	3	23	642	13	8	46	23	23	642	5153	6	51	31	12	643
No	62	4	6	34	55	20	32	4	6	645	62	6	55	32	6	645	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	75	5	7	40	53	23	31	7	9	645	75	7	53	31	9	645	14057	13	57	23	7	648
<b>Gender</b>																						
Female	35	3	9	23	66	8	23	1	3	649	35	9	66	23	3	649	6967	16	59	20	5	650
Male	40	2	5	17	43	15	38	6	15	641	40	5	43	38	15	641	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1186	6	41	42	11	642
No	75	5	7	40	53	23	31	7	9	645	75	7	53	31	9	645	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	0										0						557	50	48	2	0	661
No	75	5	7	40	53	23	31	7	9	645	75	7	53	31	9	645	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 6  
 SAU: Hermon School Department  
 School: Hermon Middle School

QUESTIONNAIRE ITEMS	School										SAU						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
		%	N	%	N	%	N	%	N														%
How much homework do you do on school nights?																							
A. none	3	1	50	1	50	0	0	0	0	659	3	50	50	0	0	659	6	7	43	30	20	641	
B. less than one hour	41	1	3	20	65	9	29	1	3	646	41	3	65	29	3	646	56	13	58	23	6	648	
C. one to two hours	51	3	8	18	47	12	32	5	13	644	51	8	47	32	13	644	34	15	60	20	5	649	
D. more than two hours	5	0	0	1	25	2	50	1	25	632	5	0	25	50	25	632	3	9	46	29	16	643	
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	37	4	14	14	50	7	25	3	11	646	37	14	50	25	11	646	40	17	60	19	5	650	
B. They match some of what I have learned.	51	0	0	23	61	13	34	2	5	645	51	0	61	34	5	645	48	12	59	23	6	648	
C. They match just a little of what I have learned.	7	1	20	2	40	1	20	1	20	647	7	20	40	20	20	647	9	7	45	34	15	643	
D. There is no match.	5	0	0	1	25	2	50	1	25	631	5	0	25	50	25	631	3	3	31	37	29	637	
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	32	4	17	14	58	6	25	0	0	650	32	17	58	25	0	650	28	26	58	11	4	653	
B. good	47	1	3	19	54	13	37	2	6	644	47	3	54	37	6	644	54	9	61	24	6	647	
C. fair	20	0	0	7	47	4	27	4	27	640	20	0	47	27	27	640	16	3	48	37	13	642	
D. poor	1	0	0	0	0	0	0	1	100	608	1	0	0	0	100	608	2	1	37	39	23	637	
How difficult was the reading part of this test?																							
A. harder than my regular schoolwork	9	0	0	4	57	3	43	0	0	643	9	0	57	43	0	643	15	10	48	27	15	644	
B. about the same as my regular schoolwork	69	4	8	25	49	17	33	5	10	645	69	8	49	33	10	645	66	13	59	22	5	649	
C. easier than my regular schoolwork	22	1	6	11	69	3	19	1	6	648	22	6	69	19	6	648	18	15	58	20	7	649	
How difficult were the reading passages on this test?																							
A. Most of the passages were more difficult than what I normally read.	4	0	0	1	33	2	67	0	0	641	4	0	33	67	0	641	9	2	37	37	23	638	
B. Most of the passages were about the same as what I normally read.	63	1	2	25	53	15	32	6	13	643	63	2	53	32	13	643	54	9	59	26	6	647	
C. Most of the passages were easier than what I normally read.	33	4	16	14	56	6	24	1	4	649	33	16	56	24	4	649	36	21	60	15	4	652	
How hard did you try on the reading part of this test?																							
A. I tried harder on this test than I do on my regular schoolwork.	47	3	9	17	49	11	31	4	11	644	47	9	49	31	11	644	46	13	56	24	7	648	
B. I tried about the same as I do on my regular schoolwork.	51	2	5	22	58	12	32	2	5	646	51	5	58	32	5	646	50	14	60	21	6	649	
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	1	50	0	0	1	50	628	3	0	50	0	50	628	3	5	46	30	20	641	
How much time do you spend reading at home each day?																							
A. more than one hour	13	0	0	8	80	0	0	2	20	644	13	0	80	0	20	644	19	19	58	17	6	651	
B. 20 minutes to an hour	73	2	4	29	53	19	35	5	9	644	73	4	53	35	9	644	51	15	60	20	5	649	
C. less than 20 minutes	9	3	43	2	29	2	29	0	0	652	9	43	29	29	0	652	12	9	56	26	9	646	
D. I rarely read at home.	4	0	0	1	33	2	67	0	0	643	4	0	33	67	0	643	18	4	50	34	13	643	
Optional school/SAU question																							
A.	0										0												
B.	0										0												
C.	100	0	0	2	100	0	0	0	0	651	100	0	100	0	0	651							
D.	0										0												

# MATHEMATICS RESULTS

Test Date:	March 2008
Grade:	6
SAU:	Hermon School Department
School:	Hermon Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	5	6	5	6	1463	10
	2006-2007	10	15	10	15	2092	15
	<b>2007-2008</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>1474</b>	<b>10</b>
	Cum. Total*	19	8	19	8	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	40	47	40	46	5914	40
	2006-2007	28	41	28	41	5731	40
	<b>2007-2008</b>	<b>28</b>	<b>37</b>	<b>28</b>	<b>37</b>	<b>6008</b>	<b>43</b>
	Cum. Total*	96	42	96	42	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	19	22	20	23	4494	30
	2006-2007	17	25	17	25	4175	29
	<b>2007-2008</b>	<b>32</b>	<b>43</b>	<b>32</b>	<b>43</b>	<b>4244</b>	<b>30</b>
	Cum. Total*	68	30	69	30	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	22	26	22	25	3014	20
	2006-2007	13	19	13	19	2308	16
	<b>2007-2008</b>	<b>11</b>	<b>15</b>	<b>11</b>	<b>15</b>	<b>2346</b>	<b>17</b>
	Cum. Total*	46	20	46	20	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	9.5	50.0	9.5	50.0	9.6	50.5
Cluster 2: Shape and Size	15	27	7.3	48.7	7.3	48.7	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	4.0	57.1	4.0	57.1	4.2	60.0
Cluster 4: Patterns	15	27	7.0	46.7	7.0	46.7	7.5	50.0

**Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)

**Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement

**Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability

**Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Hermon School Department  
 School: Hermon Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	75	4	5	28	37	32	43	11	15	640	75	5	37	43	15	640	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	3										3						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	0										0						247	13	50	25	13	646
Hispanic	1										1						145	9	32	34	25	638
Caucasian/White	71	4	6	27	38	29	41	11	15	640	71	6	38	41	15	640	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	0	0	3	33	6	67	619	9	0	0	33	67	619	2283	2	18	31	49	627
No	66	4	6	28	42	29	44	5	8	643	66	6	42	44	8	643	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	75	4	5	28	37	32	43	11	15	640	75	5	37	43	15	640	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	13	0	0	3	23	6	46	4	31	632	13	0	23	46	31	632	5160	4	34	36	26	636
No	62	4	6	25	40	26	42	7	11	642	62	6	40	42	11	642	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	75	4	5	28	37	32	43	11	15	640	75	5	37	43	15	640	14065	10	43	30	17	642
<b>Gender</b>																						
Female	35	3	9	18	51	9	26	5	14	642	35	9	51	26	14	642	6974	10	43	31	16	642
Male	40	1	3	10	25	23	58	6	15	638	40	3	25	58	15	638	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1192	4	23	43	30	634
No	75	4	5	28	37	32	43	11	15	640	75	5	37	43	15	640	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	0										0						557	53	42	4	0	663
No	75	4	5	28	37	32	43	11	15	640	75	5	37	43	15	640	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date:	March 2008
Grade:	6
SAU:	Hermon School Department
School:	Hermon Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	3	1	50	1	50	0	0	0	0	662	3	50	50	0	0	662	6	6	33	31	31	635
B. less than one hour	41	3	10	13	42	11	35	4	13	643	41	10	42	35	13	643	56	11	43	30	16	643
C. one to two hours	51	0	0	14	37	20	53	4	11	639	51	0	37	53	11	639	34	11	45	30	14	644
D. more than two hours	5	0	0	0	0	1	25	3	75	614	5	0	0	25	75	614	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	39	2	7	14	48	9	31	4	14	643	39	7	48	31	14	643	45	14	47	28	11	646
B. They match some of what I have learned.	53	2	5	14	35	21	53	3	8	641	53	5	35	53	8	641	43	8	43	33	17	641
C. They match just a little of what I have learned.	5	0	0	0	0	2	50	2	50	623	5	0	0	50	50	623	9	6	30	33	32	635
D. There is no match.	3	0	0	0	0	0	0	2	100	606	3	0	0	0	100	606	3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	44	4	12	16	48	11	33	2	6	646	44	12	48	33	6	646	29	24	51	17	8	651
B. good	44	0	0	12	36	16	48	5	15	638	44	0	36	48	15	638	48	6	45	33	16	641
C. fair	11	0	0	0	0	5	63	3	38	629	11	0	0	63	38	629	19	1	29	42	28	634
D. poor	1	0	0	0	0	0	0	1	100	600	1	0	0	0	100	600	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	21	0	0	4	25	9	56	3	19	635	21	0	25	56	19	635	24	5	38	33	24	638
B. about the same as my regular schoolwork	67	3	6	18	36	22	44	7	14	640	67	6	36	44	14	640	62	9	45	31	14	643
C. easier than my regular schoolwork	12	1	11	6	67	1	11	1	11	645	12	11	67	11	11	645	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	51	3	8	11	29	17	45	7	18	639	51	8	29	45	18	639	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	47	1	3	16	46	15	43	3	9	642	47	3	46	43	9	642	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	1	50	0	0	1	50	624	3	0	50	0	50	624	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	8	1	17	0	0	3	50	2	33	632	8	17	0	50	33	632	17	8	39	30	22	639
B. two or three days a week	49	2	6	12	33	18	50	4	11	640	49	6	33	50	11	640	34	11	44	31	14	643
C. two or three times each month	34	1	4	12	48	10	40	2	8	644	34	4	48	40	8	644	31	12	44	29	15	644
D. never or almost never	9	0	0	3	43	1	14	3	43	629	9	0	43	14	43	629	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	1	0	0	0	0	1	100	0	0	636	1	0	0	100	0	636	11	11	37	29	23	641
B. two or three days a week	5	0	0	1	25	1	25	2	50	624	5	0	25	25	50	624	32	11	44	30	15	643
C. two or three times each month	35	3	12	8	31	12	46	3	12	642	35	12	31	46	12	642	32	11	45	30	15	643
D. never or almost never	59	1	2	19	43	18	41	6	14	640	59	2	43	41	14	640	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	8	0	0	2	33	2	33	2	33	632	8	0	33	33	33	632	7	6	29	33	32	635
B. 30–45 minutes	27	2	10	5	25	9	45	4	20	638	27	10	25	45	20	638	37	8	39	34	20	640
C. 45–60 minutes	48	2	6	18	50	13	36	3	8	644	48	6	50	36	8	644	42	13	47	28	12	645
D. more than 60 minutes	17	0	0	3	23	8	62	2	15	635	17	0	23	62	15	635	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	50	1	50	0	0	641	100	0	50	50	0	641						
D.	0										0											